

Teacher's name : **Mr.Nacer Larbi**

file 3 sequence 1 *Health*

level 2AM lesson: Listen & speak.

Function: Talking about health , suggesting , expressing permission , expressing prohibition.

Language forms: modal (must , should), imperative form , (have got) consolidation.

Strategies: Using synonyms/antonyms

Phonetics. Sounds : / /, / / and / /. Stress and intonation .

Lexical items: to hurt , awful, fever , must , medicine .

visual aids: pictures , textbooks, BB

Objective: Make PP able to understand while listening (health) and practise stress and intonation .

Procedure

warm up:

We're going to deal with File 03. In this file , you're going to revise 1 AM vocabulary about health , food , sports , quantities , medical discoveries , scientists , vegetables , plants and colours. You'll learn how to seek help and give advice , give permission and forbid. **You' re going to make a good health guide / herbal guide.**

Step one

Listening Phase :

T. asks PP to open books on page 50.

Listen to the conversation and try to act it out.

Step two

Pronunciation and Spelling :

1/ Listen and repeat (table on page 50)

T. focuses on the pronunciation of the coloured letters .

2/ Identify the following : **should** , **brush** , **stomach** , **English** , **Check** , **shoulder** , **stretcher** , **ache** , **stomach** , **wash**

3/ Compare : challenge, shoulder , character , fresh , French , ache , choke ...

Step three

Stress & Intonation :

PP repeat after the teacher and practise stress and intonation

- What should I **do** when it **aches** ?
- You should **check** with **Granny** or see a **doctor** ?
- Ah **yes** . **Granny's** **remedies** are **cheap**.
- But the **doctor's** **drugs** are **sharp** !

Step Four

Practise :

1/ Pair Work : Choose the right for each health problem. **Then ask & answer (1 page 50)**

e.g : -I've got a terrible headache. What can I do ?

-You should take some arpirin.

2/ Match QQ with answers (2 page 51)

Teacher's name : Mr.Nacer Larbi

file 03 sequence 01 *Health.*

level 2 AM lesson: Go Forward .

Function: Talking about health , suggesting , expressing permission , expressing prohibition.

Strategies: Using a dictionary and taking notes

Lexical items: relief , flu , dosage , (illnesses and their medicines).

Language Forms : should .

visual aids: pictures , textbooks, BB

Objective: ~~Reading for gist , developping the reading comprehension skill~~
and consolidating the use of the dictionary

Procedure

warm up:

T: When you visit a patient what do you do ?

What are the illnesses you know ?

What are their remedies ?

PP speak.

Step One: Reading phase

- T. asks PP to open books on page 51 .

-Look at the picture . What is it ?

- It's an aspirin box.

- What do doctors prescribe it for ? etc...

Read the instructions then give advice to the people on page 51.

1/Yes , you can. (toothache)

2/ You shouldn't have aspirin. (earache)

3/ She should take her to the hospital.

4/ She should take one tablet three times a day.

5/ You should give him $\frac{3}{4}$ a tablet three times a day.

Step two Post-Reading Phase

- Put each illness in the right box and find its remedy (4 page 52)
e.g : Headache – common illness – aspirin.

- **Pair Work :**

Here are some health tips : Ask and answer.

e.g : -Why should I eat less fat ?

- Because too much fat can cause obesity.

Step Three: Homework

What should we take as remedies for these illnesses ?

Teacher's name : Mr.Nacer Larbi

file 03 sequence 01 HEALTH.

level 2 AM lesson: Discover the language.

Function: Talking about health , suggesting , expressing permission , expressing prohibition.

Strategies: Using a dictionary , questioning , role play & deducing rules.

Lexical items: tonsillitis, .

Language Forms: modals (must) .

~~visual aids: pictures , textbooks, BB~~

Objective: Discovering how the language works (mechanics)
and consolidating the modal (must) .

Procedure

warm up:

Correction of the homework : (exercise 2 page 52)
(a *bachacké* : ointment , toothache : aspirin , cold : syrup , ...)

Step One: Reading phase

T. asks PP to open books on page 53.

Read the following conversation and answer the QQ :

- 1/ Permission.
- 2/ No, she doesn't.
- 3/ Stay in bed.
- 4/ (Must) expresses obligation.

Step Two: Practise

- 1/ You're a doctor and your partner has a health problem.

Tell him what he must / mustn't do : (exercise 1 page 53)

e.g : - I've got an awful pain in the back ,doctor.
- You **must** stay in bed . You **mustn't** carry heavy things.

- 2/ Match QQ and answers: (exercise 2 page 53)

e.g : - What's the matter ?
- I have an awful pain in my leg.

- 3/ Here are some directions for the use of a medicine

Write about what the user must / mustn't do : (exercise 5 page 54)

e.g : He must use it in hot water.
He mustn't give it to children under 6.

Step Three: Reminder

Write the rule on your lesson-book and try to memorize it.

Step Four: Homework

What do these signs mean ? Draw them and write in full.

E.g : No dogs means you mustn't go in with your dog.

Teacher's name : Mr.Nacer Larbi

file 03 sequence 02 **Health.**

level 2 AM lesson: Go Forward .

Function: Talking about health , suggesting , expressing permission , expressing prohibition.

Strategies: global understanding and taking notes

Lexical items: energy , toxins , fibers , heart attack , (illnesses and their medicines).

Language Forms : Modal (**should** , **must**) .

visual aids: textbooks, BB

Objective: Reading for gist , developping the reading comprehension skill
and consolidating the use of the dictionary

Procedure

warm up:

T: Let's correct our homework (exercise 3 page 56)

- How often do you practise running ?
- Once a week.

Step One: Reading phase

- T. asks PP to open books on page 57 .

Look at the picture .We've got ten tips (words of advice)to be in good health:

Read these tips then complete the sentences below:

e.g: To feel calm , go to bed and get up early.

Step two Post-Reading Phase

- Now play roles with your partner: (exercise 2 page 57)

e.g: - What should I do to feel calm?

- You should sleep early and get up early .

- Ask QQ on the underlined words (exercise 3 page 57)

e.g: You must eat vegetables to help your digestion.

- What must you eat to help your digestion?

Teacher's name : Mr.Nacer Larbi

file 3 sequence 02

Health

level 2AM lesson: Listen & speak.

Function: Enquiring and talking about someone's activities

Language forms: Adverbs of manner & time adverbs

Strategies: Using synonyms/antonyms , group work.

Phonetics. Sounds : / i / and / i: / and /ai/. Stress and intonation .

Lexical items: secret, lift , cast , attentive , patient (adj) , .

visual aids: pictures , textbooks, BB

Objective: Make PP able to understand while listening (manners in which

actions

happen and their times) and practise stress and intonation .

Procedure

warm up:

Correction of the homework (exercise 5 page 54)

- You **must** take one spoonful a day.
- You **mustn't** exceed 4 doses in 24 hours. , ...

Step one

Listening Phase :

T. asks PP to open books on page 55 and look at the picture.

What do you think is our theme today? Sports.

Listen to the conversation and answer the QQ:

1. He lifts weights.
2. He practises twice a week.
3. No, he doesn't.
4. He plays video games.

Step two

Pronunciation and Spelling :

1/ Listen and repeat (table on page 55)

T. focuses on the pronunciation of the coloured letters .

2/ Identify the following : Pile , fill, illness , hiccups , excite , sick , advice..

3/ Compare : Pile , pill aspirin , excite , these , this , sick , seek , bite ,
itch= (irritate)

Step three

Stress & Intonation :

PP repeat after the teacher and practise stress and intonation .

- I keep **fit** and I stand on my **feet**?
- You are **fat** and you stand on your **hat**.
- The car was **going fast**.
- And the policeman was **going nuts** !

Step Four

Practise :

1/ **Group Work** : You're casting a play. Explain the parts to your classmates.(1 page 56)

e.g : **you** : You are a doctor and you're **attentive**.

Partner: I'll be the doctor. I'm **attentive**. I must listen **attentively** to my patients.

2/ Ask QQ and answer (3 page 56)

e.g : How often do you lift weights?

- Twice a week

Step Four

Homework

Exercise 2 page 56 : Turn the adjectives into adverbs of manner .

e.g : (quick : quickly)

Teacher's name : Mr.Nacer Larbi

file 03 sequence 02 **HEALTH**.

level 2 AM lesson: Discover the language.

Function: Talking about health , suggesting , expressing permission , expressing prohibition.

Strategies: Using a dictionary , questioning & deducing rules.

Lexical items: depressed , worst , derive , handle .

Language Forms: Adverbs of manner (**adj +ly**).

visual aids: textbooks, BB

Objective: Discovering how the language works (mechanics) and consolidating

the adverbs of manner (**adj +ly**)..

Procedure

warm up:

T: What do you do when you're a little bit late to school?

P: I Come in a hurry.

T: You come quickly

Step One: Pre-reading phase

T. asks PP to open books on page 58 and look at the picture.

-What do you see here ?

-It's a car .

-How 's the driver running?

-Too quickly (fast)

Step Two: Reading Phase

• Now ,Read the folowing conversation and answer the QQ:

1. terrible , bad .
2. We add (**ly**) to an adjective and form **an adverb**.
3. It's a verb.
4. The adverb modifies the verb.

Step Three: Practise

- Complete the following chart with adverbs from the text: (exercise1 page 58)

Regular adjectives / adverbs : terrible , **terribly** - bad , **badly**.

Irregular adjectives / adverbs : fast , **fast** .

- Put words in order to get correct sentences (2 page 58)
e.g : He works **hard**.
- Insert each adverb in its place : (3 page 58)
e.g : We're late. Please , could you walk **fast** ?

Step Four Reminder

You read these rules (page 59) and try to memorize them.

Step Four: Homework

Exercise 4 page 58

Complete the sentences with adverbs of your own :

e.g : Don't eat so **quickly** or you'll choke.

Teacher's name : **Mr.Nacer Larbi**

file 3 sequence 03 *Health*

level 2AM lesson: Listen & speak.

Function: Talking about remedies and discoveries.

Language forms: Adverbs(consolidation) , the Passive form.

Strategies: Using synonyms/antonyms , group work.

Phonetics. Stress (first , second and third syllable) and intonation .

Lexical items: remind , mixed up , soak (bathe) .

visual aids: pictures , textbooks, BB

Objective: Make PP able to understand while listening (simple processes using the passive)
and practise stress and intonation .

Procedure

warm up:

Correction of the homework (exercise 4 page 58)

(angrily , hard , quickly , carefully , slowly , clearly) .

Step one

Listening Phase :

T. asks PP to open books on page 60 and look at the picture.

What do you think is our theme today? Chemistry , medicines , biology

,..

Listen to the conversation and say True or False:

(False , True , True , False , False)

Step two

Pronunciation and Spelling :

1/ Listen and repeat (table on page 60)

T. focuses on the pronunciation of the coloured syllable .

2/ Identify the following : Prepare , fibres , x-rays , relaxation , relieve , medication , medicine,...

3/ Compare : discover , discovery , create , creation , creativity , relieve , relaxation.

Step three

Stress & Intonation :

PP repeat after the teacher and practise stress and intonation .

An **apple** a day keeps the **doctor away** !

Step Four

Practise :

1/ **PairWork** : When did it happen ? Ask & answer:(1 page 60)

e.g : **you** : When **was** Penicillin **discovered**?

Partner: Penicillin **was discovered** in 1928.

2/ **Role play:** Find another way to explain how to apply home remedies (2 page 61)

e.g : - When you have fever , soak a cloth in cold water,..

- When you have fever , **a cloth is soaked in cold water** ,...

Step Five

Homework

Exercise 3 page 61 : Remember your biology lessons and say where you can find them:

e.g : Proteins **are found** in meat , fish and milk.

Teacher's name : Mr.Nacer Larbi

file 03 sequence 03 *Health.*

level 2 AM lesson: Go Forward .

Function: Talking about remedies and discoveries.

Strategies: global understanding and taking notes

Lexical items:slice , tied , liver , leaves , insomnia , colic .

Language Forms : The Passive Form .

visual aids: , pictures ,textbooks, BB

Objective: Reading for gist , developping the reading comprehension skill
and consolidating the use of the dictionary

Procedure

warm up:

- T: Let's correct our homework (exercise 3 page 61)
- Fibers **are found** in vegetables and fruits. ...

Step One: Pre-reading phase

- T. asks PP to open books on page 61 .
Look at the pictures . (vegetables & fruits)
Are vegetables and fruits used for eating only? Where? How?
PP speak.

Step two Reading Phase

- Now read about these common plants . T . asks each line (class) to read
about a plant then tell the class about its use : (exercise 1 page

61)

e.g : Headackes **are relieved** with lemon . It **is washed** and **cut** into
slices.Then , these slices
are applied and **tied** on the head.

Step three Post-reading Phase

- Imagine you're a host in a medical show on TV .Give some
advice

about other remedies you know. (exercise 4 page 62)

Teacher's name : **Mr.Nacer Larbi**

file 03 sequence 03 **HEALTH**.

level 2 AM lesson: Discover the language.

Function: Talking about remedies and discoveries.

Strategies: Using a dictionary , questioning & deducing rules.

Lexical items: deficiency (insufficiency) , substance , regulate .

Language Forms: The Passive Form (Present & Past Simple)

visual aids: textbooks, BB

Objective: Discovering how the language works (mechanics) and consolidating

the Passive Form (Present & Past Simple)

Procedure

warm up:

T: Let's correct our homework:

You were asked to give advice about plant remedies in a medical TV show:

e.g : Sweeties **are not taken** every time . A fruit **is eaten** in every meal.

Step One: Pre-reading phase

T. In the course of biology , you learnt about food composition: Do you know them?

PP : (Proteins , vitamins , fibres , fats , carbohydrates , ...)

Step Two: Reading Phase

T. asks PP to open books on page 62 and read the first paragraph about (**Vitamins**)

-Write the verbs and their subjects on your exercise-book:

(cause , contain , improve , called , regulate , plays , find ,is)

-Now , underline the verbs.

-Read the second paragraph and compare it with the first one.

(In the second paragraph , the complements of the verbs became subjects.)

Step Three: Practive

- Rewrite the following text in this way (1 page 63)

e.g : The five food groups are composed of..

- What's the problem ? Write sentences like this: (2 page 63)

e.g That dog **bite** her . Oh , she **was bitten** by a dog.

Step Four Reminder

You read these rules (page 63) and try to memorize them.

Step Five: Homework

Exercise 3 page 63

Who did what? Do research in dictionaries and complete the sentences:

e.g : Penicillin **was discovered** by Alexander Fleming.

Teacher's name : **Mr.Nacer Larbi**

file 03 **HEALTH .**

level 2 AM lesson: **Check**

visual aids: **textbooks, BB**

Objective: **Evaluating PPs' acquisitions in (File 03)**

Consolidating what has been learnt .

Procedure

warm up:

T. : We have a set of exercises that we'll do to check our acquisitions and reinforce what we learnt in this file. *We're going to do some of them in the class whereas the rest is left as a homework.*

Step One: Adverbs

Look at exercise 02 page 67 . Agree with these statements:

***e.g :- Dad is a careful driver. - That's right . He drives
carefully***

Step two Passive Form

Look at exercise 04page 67 . When did it happen? Write sentences:

e.g : The London Underground **was opened** in 1863.

Step three Vocabulary

Look at exercise 06 page 67. Cross the odd word out

Step Four Must

Look at exercise 09 page 68. Must or mustn't ?

Step Five Spelling

Look at exercise 14 page 69. Correct the spelling mistakes.

Step Six Homework

The following exercises will be done as homework and will be corrected later:

- *Exercise 3 page 67.*
- *Exercise 5 page 67.*
- *Exercise 8 page 68.*
- *Exercise 12 page 68*
- *Exercise 16 page 69.*

You can do the rest of the exercises on a sheet of paper and bring them to the teacher for correction.

Teacher's name : **Mr.Nacer Larbi**

file 03 **HEALTH .**

level 2 AM lesson: Learn about culture.

Title: Grandmother's remedies.

Lexical items: vinegar, wool ,splash , press .

Tenses : The Imperative , The Passive Form.

visual aids: pictures , textbooks, BB

Objective: Reading for pleasure and information , talking about and discussing topics about home remedies.

Procedure

warm up:

- *Do you always go to the doctor's when you're sick?*
- *What do you try at home ?*
- *Is it always beneficial ?*
- *What should you do when it doesn't work?*

Step One: Reading phase

1/ *T.invites PP to read the first passage (you have a fever---a bee sting)*

and say what they think about what's written there.

- *When you've a bee sting , What is done first? (It's washed immediately.)*
- *What is done Later? (Vinegar is mixed with some water,...)*
- *Can you repeat it without looking at the book?*

2/ *T.asks every group in the class to choose a home remedy , read*

and describe to partners the way it 's applied .

For example : Group one (lemon / headache) , Group Two (olive oil/cold) ,

Group three (Bsugar, vinegar/hiccups) , Group Four (cabbage/burns) and

Group Five (Cucumber/ beauty).

Step two [Post-Reading Phase](#)

*A pupil from each group presents his comments(in passive form) ,
then PP are asked to ask him QQ .*

Step three [Homework](#)

T. asks PP to read the next topic at home (Colours and health)

Teacher's name : **Mr.Nacer Larbi**

file 03

HEALTH .

level 2 AM lesson: **Project**

visual aids: pictures , Internet , textbooks, BB

Objective: Train pupils do research work and re-use what they have learnt in this file

Procedure

warm up:

In this Third File , you learnt many things about illnesses and plants. You learnt how to keep fit and be in good health. You gave helpful advice. Today , you're going to make a medical / herbal guide which will show how healthy food , good eating habits and sports help you keep in good health.

You need :

- *a sheet of paper*
- *photos / drawings/*
- *A dictionary /magazines/ internet materials,..*

Step One: Instructions

How to start ?

- *Choose plants (herbs , vegetables ,fruits....)that you'll describe.*
- *Decide what you will do : (plan)*
(collect pictures , make drawings , investigate about plants/illnesses,..)
- *Make an interview with a doctor and ask old people*
- *Ask parents , neighbours for help when necessary.*
(Is this information true / clear/good/..?)
- *Use the dictionary to choose appropriate vocabulary.*
- *When your work is ready , check the punctuation ,the verbs,..then type/write it.*
- *Then , it's time for illustrations: (stick your photos / drawings/etc..)*
- *Your **Project** is ready :*

1. *Bring it to the class.*
2. *Compare it with your partners' ones.*
3. *Write your classmates' remarks on a sheet of paper.*
4. *Discuss them with your partners and decide how to improve your next **project**.*